

Present:

UCC Voting: Robert Aboolian, Judith Downie, Delores Lindsey, Yi Sun, Olaf Hansen

Ex officio: Virginia Mann

1. We approved the minutes from our October 13. and October 20. meeting.
2. Olaf Hansen reported about the status of DNCE490 and BRS364, UCC will wait for more information until we finish the review of these courses.
3. Virginia Mann reported that all questions about WMST407 have been answered by the department and all signatures for the courses from Women Studies have been obtained. So WMST301, WMST341, WMST375, and WMST407 have been moved to the consent calendar.
4. Virginia Mann reported that the Human Development Department has answered the questions from UCC, the answer has been posted in packet 1 together with the course changes for the HD courses.
5. We started to review the P-Form for the BA in Child and Adolescence Development (CHAD). UCC decided to start with broad questions.
 - a) First the question was raised if it makes sense to start the review in consideration of the fact that the university budget is very tight at the moment. Olaf Hansen was asked to contact the Provost about her opinion about this issue. This question was addressed by the college curriculum committee in its letter to UCC. But UCC would like to have a conformation that the current review will be useful for the university.
 - b) Delores Lindsey reported about the review of the P-Form for the CHAD program inside the College of Education. She said that the faculty who work in the area of teacher education (which seems to be the closest field) have reviewed the courses and it appears that there is only one course which should be cross listed (Delores will find out which one). So there are no objections to the program from the College of Education College Committee.
 - c) When looking at the chart of the courses for the proposed new major it appeared to several UCC members as if the CHAD is more like an option in Psychology. Formally a student has to take only 3 CHAD classes and the remaining ones can be Psychology classes in order to receive a degree in CHAD. This led to a lengthier discussion and I try to summarize here the main points
 - a. Should the program not have some introductory CHAD classes, like CHAD100, which introduces the topic, the professional outlook, and ethical questions? This would emphasize the fact that the CHAD program is a stand alone program. Some members of UCC had the opinion that the courses PSYC100 and PSYC210 serve this purpose. This appears likely given the course descriptions, but then a cross listing of these courses might make sense.
 - b. UCC would like to understand how many more classes a student needs to take in order to get a double major, Psychology and CHAD.
 - c. It was mentioned that the preschool certification programs promise to be a successful field of study for our students. This together with many arguments from the P-Form makes a strong argument for CHAD program

at Cal State San Marcos. It also makes clear why there should be a separated degree, not just an option inside the Psychology program. This might be a point where some more explanation should be added to the P-Form, not only the distinction from our current HD program, but also the separation from our current Psychology program.

- d) In the P-Form the interdisciplinary nature of the program is mentioned. But no courses beside CHAD and PSYC courses appear in the proposal. In San Diego State we saw that the program proposes special Biology or Sociology courses to satisfy the GE requirements, can this be done here too? Maybe some more guidance can be given to students.
- e) This kind of guidance might also be helpful for the choice of the courses within the clusters. Here it was noted that in every cluster students can choose from Psychology courses. Does the department have a plan to strengthen the role of the CHAD classes over time?

Olaf Hansen